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ABSTRACT

The educational system of New Zealand is based upon principles set down in the Education Act of 1964 and the Universities Act of 1961. Public education is free, coeducational, secular, and compulsory between the ages of six and 15 years. A number of private and religious organizations also offer primary and secondary education in compliance with governmental standards. Children under the age of five years may attend free or private kindergartens, play centers or child care centers. Control and management of state primary schools are the responsibility of 10 Education Boards which operate under the Department of Education. Secondary schools are generally controlled by local boards. The University Grants Committee sets higher education degree requirements and recommends allocation of funds from Parliament for university education and research. All levels offer basic and compulsory subjects which are set by national committees comprised of educators and lay people. Three year teacher education programs are offered at eight teachers colleges. Development of education from 1974-76 stressed adult, early childhood and community programs, safeguarding the special character of private schools, awareness of Maori language and culture, flexibility of secondary school programs and expansion of research and information services. (Author/DB)

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INTERNATIONAL CONFERENCE ON EDUCATION, GENEVA, SEPTEMBER 1977
DEVELOPMENT OF EDUCATION : 1974/1976, REPORT FROM NEW ZEALAND

PART I : ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM

GENERAL PRINCIPLES

Basic Legislation

The basic legislation on education in New Zealand is the Education Act 1964. University education is provided under the Universities Act 1961.

Principles Defining the Nature of the System

The Education Act 1964 provides for free and secular education in the state primary and secondary schools and compulsory education for all children between the ages of 6 and 15 years.

There are a number of private primary and secondary schools in New Zealand conducted either by religious bodies or private individuals. These schools are required by the Education Act to comply with defined standards of accommodation and teaching as a prerequisite for compulsory registration under the Education Act. In 1975 the Private Schools Conditional Integration Act was passed. The Act makes provision for the conditional and voluntary integration of private schools into the state system on a basis which will preserve and safeguard the special character of education provided by them.

Provision in Respect of Co-Education

Co-education applies at all stages of the system. All state primary schools and some private primary schools are co-educational. At the secondary level three quarters of state secondary schools have both boys and girls on their rolls, while the remaining quarter and nearly all of the private secondary schools are single sex schools. A comparison of the total enrolment of all secondary schools shows that over the last two decades there has been a trend towards the provision of more co-educational than single sex schools.

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SYSTEM OF ADMINISTRATION

Role of National, Local and Advisory Bodies

The central administrative body directing education is the Department of Education whose permanent head is the Director-General of Education. The control and management of state primary schools are the responsibility of ten Education Boards. In general, secondary schools are controlled by their own individual Boards which are local authorities specially set up for the purpose.

Technical institutes, including the Technical Correspondence Institute, are controlled by Councils with members representing business and industry, local authorities, the university and governing bodies of secondary schools. Community colleges are governed in the same manner as technical institutes. Teachers College Councils have the usual administrative functions combined with some professional responsibility for the training of teachers. The University Grants Committee advises the Government of the needs of New Zealand for university education and research. Machinery for planning in the broadest sense as it affects national development is set up in the form of the Educational Development Council (formerly the Advisory Committee for Educational Planning). This body is concerned with the establishment of priorities in educational development.

Its principal activity during 1975 and 1976 has been to monitor progress on the recommendations contained in its report on the Educational Development Conference, "Directions for Educational Development".

Functions and Relationships of National, Local and Advisory Bodies

The national system of state schools in New Zealand is administered by the Department of Education which is responsible to Parliament through the Minister of Education for the control and direction of Education and for the administration of the Education Act 1964, including the amendments and regulations made under that Act. In discharging its responsibilities to the Minister for the administration of the system the Department advises the Minister on policy and development, controls the expenditure of money voted, ensures that schools are built when and where required and that teachers are recruited and trained, checks that standards are maintained in schools, state and private, and assesses the efficiency of teachers. An important professional function of the Department is to conduct curriculum revision and development and to recommend curriculum changes to the Minister. The Education Boards are responsible for the schools in their area, they are the employing authorities of the teachers, disperse grants received from the Department of Education for the maintenance of schools and building of new schools, and for equipment and teaching materials.

The University Grants Committee, is concerned with the needs of New Zealand for university education and research. It determines the allocation of grants of money which it recommends for appropriation by Parliament to meet these needs, and reviews the expenditure by the universities of money appropriated by Parliament. The University Grants Committee is also responsible for the award of scholarships and for the distribution of grants for research. A statutory sub-committee of the University Grants Committee, the Curriculum Committee, has responsibility in respect of regulations for degrees and diplomas.

Finance

In the financial period 1 April 1974 to 31 March 1975, net expenditure on education was $NZ526.6 million compared with $NZ627.0 million for the corresponding year 1975/76 and an

estimated $NZ694.0 million for the corresponding period in 1976/77. Expressed as a percentage of the Gross National Product, net expenditure on education for the respective periods was 5.5%, 6.0% (based on estimates of GNP by the New Zealand Institute of Economic Research) and 6.0% (also based on estimates of tne New Zealand Institute of Economic Research).

STRUCTURE AND ORGANISATION

A diagram of the New Zealand education system is attached as Annex I. The diagram shows the levels of education, the number of years in each stage and the average age of pupils at each level.

Pre-school children under the age of 5 may attend free or private kindergartens, play centres or child care centres. The administration and amount of Government support varies according to the organisation.

Primary schools provide a six year or in some cases an eight year course. Intermediate schools are centrally situated and take pupils between the ages of 11 and 13 from the surrounding primary schools.

Pupils enter secondary schools at an age range from 12 to 14, depending upon the age at which they entered primary school and their rate of progress through the primary system. They are obliged to stay until age 15. There is no upper age limit for attendance at secondary school and increasingly adults are returning to secondary school as part-time or full-time students. Secondary schooling is provided in state and private secondary schools which may be co-educational or single sex in organisation, in Forms 1-7 high schools which provide education at both the intermediate and secondary level and in area and district high schools providing education from the infant to secondary levels. Forms 1-7 high schools, area and district high schools serve the smaller rural communities.

Instruction is available through the Correspondence School for pupils at primary and secondary level who for some reason are unable to attend school. The Correspondence School also provides a large number of courses for adult students.

Tertiary education is offered by universities and teachers' colleges.

Continuing education is now defined in the Education Amendment Act (No 2) 1974 as education, including vocational education for persons who have left secondary school and are no longer required to attend school (excluding education provided in a university or teachers' college). Technical institutes, and community colleges which are regional institutions serving a broad spectrum of needs of a particular area they serve, are described as institutions offering continuing education. A more detailed statement of the policy of development of "continuing education" will be given in Part II of this report.

Examinations

The first major examination faced by most pupils is the School Certificate Examination conducted by the Department of Education at the end of three years of secondary education. A candidate may enter the examination in any number of subjects up to six and is credited with passes in the individual subjects in which he is successful. A few students eg those presenting themselves for Japanese, Indonesian, and Art are awarded certificates by internal assessment. A Sixth Form Certificate is awarded to pupils who have satisfactorily completed an advanced course of one year in at least four subjects beyond School Certificate level.

Pupils attending certain approved schools may be accredited for matriculation purposes provided they have completed a four year secondary school course. Pupils not accredited for entrance to university may qualify by passing the University Entrance examination which is conducted by the autonomous Universities Entrance Board.

Higher School Certificates are awarded by the Department of Education after a five year course to pupils who have been accepted for entry into the Sixth Form and have satisfactorily completed an advanced course of two years; and to pupils who have obtained a qualification recognised by the Universities Entrance Board for admission to a university in New Zealand and satisfactorily completed an advanced course of one year. The Universities Entrance Board also prescribes the conditions of examinations for the University Scholarships and University Bursaries Examination.

Some teachers' colleges conduct their own examinations or students are sometimes internally assessed. Degrees, diplomas or certificates are awarded depending on the qualifications gained.

Academic Year

The school year for primary and secondary school pupils commences at the beginning of February and ends about mid-December. Teachers' colleges and technical institutes follow a similar academic year. The university academic year commences at the beginning of March and examinations commence mid-October.

CURRICULA

Mechanism of Preparation and Development

During 1975 and 1976 curriculum development has been characterised by a high degree of involvement of people from all sections of the educational community and to an increasing extent, of lay people. The practice of including at least one lay person on national syllabus committees has become firmly established and

has been extended to a recently formed mathematics consultative committee.

The research, development, diffusion model for curriculum development, with some modifications, continues to be used for reviews in some subject areas. In some other areas of the curriculum such as language, emphasis has been placed on encouraging local initiators with the intention of encouraging diversity within national guidelines, and at the same time providing more appropriate programmes that meet regional and local needs and interests.

New patterns of development are emerging in those curriculum areas that touch on issues that may be sensitive, controversial, or about which there may be a wide range of opinion. During the first phase of this pattern innovations in schools are documented, expert opinion is canvassed, and the major issues are cited. A working party or small group then prepares a discussion document which is distributed widely to all sections of the community and opinions are solicited. At this stage a variety of options might be pursued: further developments at the school level might be encouraged through courses and the production of resources; an official syllabus committee might be established; resource kits of materials might be distributed on a national basis; or new programmes might be developed only by schools and their committees working together to devise programmes that are acceptable to all participants. The increasing involvement of teachers in the development phase has increased their capacity to assist with educating their colleagues in the new programmes and creates a climate that encourages them to be analytical and creative in their approach to the innovation.

Basic and Compulsory Subjects

The basic and compulsory subjects taught in primary schools in New Zealand are Language (oral and written), Reading, Spelling, Handwriting, Mathematics, Social Studies, Science, Art, Craft, Music, Physical Education and for pupils in Forms 1 and 2, Woodwork, Metalwork, Cooking and Dressmaking. In some intermediate schools where trained staff are available and where a linkage scheme with a neighbouring secondary school operates, French is taught to some pupils. In some schools where "elective" or "hobby" classes are established, pupils could be given the opportunity to learn a variety of skills and crafts.

The syllabus at secondary schools is made up of a common core of subjects designed to provide a broad-based general education. Schools are required to devote at least 50% of time in teaching English, Social Studies, Science, Mathematics, Music, Art and Craft and Physical Education. The remaining time can be allotted to a wide range of optional subjects or further study within the core syllabuses. Curriculum patterns are determined by the principal and range from rather tightly structured academic and/or vocationally oriented courses with little internal choice of

subjects to option systems in which pupils are free to choose subjects with a minimum of restraints. Increasingly schools structure their curriculum to avoid excessive early specialisation.

TEACHER EDUCATION

All entrants to courses of teacher training will have met minimum academic course requirements and are selected for admission by specially constituted panels of educationalists who establish suitability of applicants for training. Certification is granted to successful teachers' college students following a period of at least one year's satisfactory full-time teaching at primary level or two years at secondary level.

At present New Zealand has eight teachers' colleges of which three are in Auckland and the remainder at Hamilton, Palmerston North, Wellington, Christchurch and Dunedin. Secondary teacher training is offered at the Auckland Secondary Teachers' College, at Christchurch Teachers' College, Dunedin Teachers' College, Hamilton Teachers' College and the Hutt Valley Outpost. With the exception of the secondary teachers' college in Auckland, all the colleges offer courses in primary teaching and early childhood education.

All teachers' colleges are situated in university cities and teachers in training are encouraged to take university study as well as professional training at a teachers' college. The Department of Education provides financial support to enable such study to be taken either concurrently or end-on. Three primary colleges work closely and in conjunction with their local university to enable students to qualify for bachelor of education degrees awarded by the university.

The basic length for both primary and secondary teachers' college courses are three years. However, where university study is also involved and accepted as part of the training four years is general. The system is flexible and a variety of patterns emerge, but fundamentally the four years would be either three years of concurrent teachers' college/university study followed by one year of full-time university study, or three years of full-time university study followed by one year of professional training at a teachers' college. There is also provision for shorter courses for specialist adult trainees in some secondary non-academic fields.

The Department of Education runs two residential in-service training centres for teachers at Lopdell House, Auckland and one at Hogben House in Christchurch. Courses for up to 25 teachers are organised at both these centres for 41 weeks of the year.

Financial allocations are made each year to District Senior Inspectors of Primary and Secondary Schools to permit them to run local and district non-residential courses for teachers. The growing number of local and district in-service committees means that a larger number of teachers are having a greater say in the subject areas and types of courses.

Eleven visiting teaching fellowships are available each year at New Zealand universities and 30 scholarships are available

to teachers to allow them to complete university degrees. Bursaries are available for part-time study at university. Courses are regularly conducted for recently appointed advisors to primary and secondary schools. Annual six week courses are held for teachers in special schools.

The Advanced Studies for Teachers' Unit offers through correspondence a wide range of subject areas in which teachers may grow professionally through individual study.

PART II : DEVELOPMENT OF EDUCATION 1974-76

NEW POLICY ORIENTATIONS

The Educational Development Conference activities continued in 1974 enabling all interested persons to participate in discussions on educational objectives. Three Working Parties had earlier been set up to report on: "Educational Aims and Objectives", "Organisation and Administration of Education" and "Improving Learning and Teaching". The Advisory Council on Educational Planning produced a report, "Directions for Educational Development", which set out the Council's assessment of where educational change was needed most. The main recommendations of the Educational Development Conference have emphasised the need to reorganise the education system, to devolve responsibilities as far as possible upon district and local authorities and to enable greater participation by parents, citizens and students in its control and development.

Education as a public function has been re-defined in terms of the need that men and women have for education at all stages of their lives. Renewed impetus has been given to early childhood education and a complete review of secondary education has taken place. The provision of facilities for continuing education and community education is increasing. The development of facilities for continuing education has been one of the major trends in education in New Zealand during the period. This is seen basically as providing more opportunities for more people to continue their education.

NEW EDUCATIONAL LEGISLATIVE MEASURES

During the period under review a considerable number of legislative measures have been taken. Among the more significant ones are the Education Amendment Act (No 2) 1974, and the Private Schools Conditional Integration Act 1975.

The Education Amendment Act (No 2) 1974 resulted in a new definition of "continuing education" becoming law in this country. Prior to 1974, the Education Act 1964 had confusingly spoken of "further education" which was subdivided into "technical education" and "continuation education". Before the Act was amended, "technical education" was defined as wholly vocational, and "continuation education" was all further education which was not wholly vocational. In practice, the definitions contained in the Act were less than helpful and the 1972

New Zealand National Commission for UNESCO Report on Lifelong Education drew attention to the desirability of a new, more logical definition.

Continuing education is now defined in the amended Act as education including vocational education, for persons who have left secondary school and are no longer required to attend school (excluding education provided in a university or a teachers' college). The field of continuing education now legally covers education for anyone over 15 ie beyond the compulsory school leaving age. There is legally an overlap between secondary and continuing education in the 15 to 19 age range. The creation of a new legal basis for the establishment of community colleges is one of the most important changes in the Act.

A Private Schools Conditional Integration Bill based on the integration proposals that emerged from the 1973-74 State Aid Conference, was introduced into Parliament in July, 1975. The Bill was passed as the Private Schools Conditional Integration Act 1975. The Act makes provision for the conditional and voluntary integration of private schools into the state system of education in New Zealand on a basis which will preserve and safeguard the special character of education provided by them. The Act provides that integration must proceed on the basis of a phased programme which has now been agreed upon. One private school has integrated into the state system in 1977.

ADMINISTRATION AND FINANCING

A reorganisation of the Department of Education is currently taking place. The last major departmental reorganisation took place nearly 30 years ago. The many changes that have taken place since then in the size and direction of the New Zealand education system necessitated a reorganisation to allow the Department to discharge more effectively its statutory responsibilities and to provide the best possible service to the Government and to the many and varied agencies and individuals involved in education. The changes which are being made have the following main objectives: to move towards functional administration, rather than administration by level of education; to provide for more effective corporate management; to improve co-ordination; to reduce spans of control; to de-centralise decision making; and to place the Primary and Secondary School Inspectorates under the control of Regional Superintendents. Emphasis is being given to the Department of Education's co-ordinating and advisory role rather than its "directing" role.

DEVELOPMENT OF THE SYSTEM

Early Childhood Education

The Department of Education's major involvement in early childhood education continues to be with the services provided by the free kindergarten and play centre movements. Both these voluntary organisations receive considerable Government financial,

administrative and professional help. During the financial year 1975/76, 11 new kindergartens were opened, 2 were re-built and 11 new play centres were opened.

Government assistance to other forms of early childhood education services (including child care centres, hospital pre-school groups, community pre-school services and the Maori Family Education Association) is being developed to meet varied needs. Currently 64,500 children between the ages of 2½ and 5 years receive some form of pre-school education. The Department's Pre-school Advisors are being called upon increasingly to help community child care services which exist to assist parents who, for a variety of reasons, cannot make use of state supported kindergartens and play centres.

A major achievement has been the opening of the Correspondence School Pre-school Section. This is designed to help parents in isolated localities provide enjoyable and valuable learning experiences for their children at home, in the neighbourhood and through occasional visits to other families in a similar situation. This new venture has already met with marked success. From a pilot enrolment of 50 children, the roll has now risen to 187. The number of teachers has more than doubled and it is confidently expected that this rate of growth will continue or even increase.

Newly qualified kindergarten teachers who up until the beginning of 1977 were required to work in a free kindergarten for two years following their training, are now allowed to honour their bond obligation, in full or in part, in full-time work in approved child care centres, hospital pre-school classes, secondary school based pre-school groups or other services where their work equates with that of a kindergarten teacher and where their professional expertise will be of benefit to the children they teach.

One of the most difficult problems during 1976 was the over-supply of trained kindergarten teachers seeking employment. This was a problem brought about by an unprecedented increase in the retention of teachers in the kindergarten service to the point where the annual loss rate had dropped from 43% in 1974 and 33% in 1975 to 26% in 1976. As the Government's policy is to increase the number of places available to children wishing to be involved in a recognised pre-school service kindergarten teachers without permanent positions are being employed in supernumerary positions, in the first place in kindergartens which enrol a third group of children and secondly in kindergartens where the rapid turnover of children brings particular difficulties.

A working party consisting of representatives of the Department of Education, the New Zealand Free Kindergarten Union and the Kindergarten Teachers' Association, which was set up half way through 1976 to study all aspects of the kindergarten teaching service will continue to meet during 1977 and report on job opportunities for kindergarten teachers and on their terms and conditions of service.

Following the report of the Committee of Enquiry into pre-school education published in 1972, the Department of Education set up a working party which included representatives of the various groups interested in early childhood education to produce information for the parents of children under five years of age. A number of different pamphlets have been designed to help parents provide educationally valuable learning experiences for young children at home or in small neighbourhood groups.

Primary Education

Agreement has been reached on altering the procedure for staffing primary schools to one closely akin to the present methods of staffing secondary schools. The new procedure, commonly referred to as continuous staffing, will allow the staffing of all primary schools on the basis of a teacher - pupil ratio while allowing particular provision to be made for those schools which have special educational needs and which have approved teacher - pupil ratios better than existing official schedules. The significant change from existing methods of primary school staffing would be the introduction of a part-time component into the school. This would allow greater flexibility in the employment of staff and would enable principals of schools to use their teachers to meet the special requirements of individual pupils or groups of pupils, particularly those who have special educational needs.

In response to a growing awareness among teachers of the value to pupils of co-operative planning and teaching, more appropriate school designs are being developed. At the end of 1975, nearly 4% of primary and intermediate school pupils were receiving their education in open plan units. Many new primary schools are constructed to an open plan design and a number of other schools have been modified to allow for open plan teaching to take place. When deciding on the type of school to be built or provided in cases of remodelling or replacement, education boards consult fully with the teachers' organisations and school committees whenever possible.

The culmination of 8 years consultation with teachers, teachers' college lecturers and advisors will be reached when the new Infants to Standard 4 Science Syllabus and the first group of resource units for it are distributed in 1977.

Today more than ever there is a greater awareness and appreciation of Maori language and culture among New Zealanders. To support the policy of Maori language in primary schools 30 itinerant teachers of Maori were seconded from the beginning of 1976. The teachers who are selected for their fluency in Maori and English and their success in the classroom are required to work in 5 schools including the school at which they are based. Normally they spend one day a week in each school where they assist teachers in the development of Maori Studies programmes. They work within the existing curriculum, including Art and Craft, Language, Physical Education, Music and Social Studies. National guidelines in the form of a syllabus have been provided. Working parties are meeting each year to review progress and develop further material where necessary and a number of districts are producing materials having particular relevance to the local

area. There has been enthusiastic support for the programmes from principals, teachers, pupils and parents.

A further development in 1977 has been the beginning of a programme in a primary school (Ruatoki) to develop the use of Maori language as the medium of instruction, with the objective of developing bi-lingual competence in children by the time they leave primary school.

Secondary Education

The Committee on Secondary Education, also known as the McCombs Committee, was set up in 1975 to consider desirable directions in secondary education. The Committee's report, the first major official study on secondary education since 1944, is entitled "Toward Partnership", its theme being the partnership of all people and groups of people involved in secondary education. The major emphasis of the report is on greater autonomy for schools and co-operation with their communities to develop their own aims and curricula within national guidelines.

During 1975 all state secondary schools held review meetings. Reports on a further series of district meetings emphasised the continuous nature of the review, as initiatives generated during "review days" have continued via curriculum committees, working parties, and staff meetings. Many district meetings included for the first time representatives from district high schools and independent schools. Four booklets describing aspects of curriculum in administration in secondary schools were widely distributed for use as supplementary support material for discussions in schools and with the community. Two expatriate staff members of the University of Queensland were employed by the Department of Education in 1976 to study pupil and teacher attitudes and perceptions of secondary schools, and secondary teacher training in the first six years - at university, at teachers' colleges, and in the school. Draft reports on these studies have now been received.

The comprehensive survey of the curricula and administrative character of all state secondary schools in 1975 has been completed. This is intended to be a base from which future changes may be assessed. It will also provide information which could lead to the formation of new educational policies.

Further progress has been achieved in secondary school staffing with the Government's approval in October 1975, to appoint 30 guidance counsellors to secondary schools for a further five years. At 31 March 1976, 136 secondary schools had guidance counsellor positions. The evaluation of full guidance networks in private schools has continued.

In 1976 the Government also approved the appointment of 10 additional teachers to secondary schools with special problems.

The need for a re-examination of secondary school design has been a reflection of the changing needs of secondary education

as seen by the schools themselves in the community. A new design has been developed with the aim of allowing the greatest amount of flexibility so that schools can develop their own programmes and modify buildings as required. The architectural design is not definitive and may eventually be only one of a number of possible solutions.

The teaching of Maori language has continued to expand in secondary schools with 146 schools providing tuition for more than 12,000 pupils. In 1976 a further 40 Maori language teachers completed training and took up positions in secondary schools.

The National English Syllabus Committee established in 1970, has now reached the end of its major second stage of work - the completion of a Statement of Aims for the teaching of English, Forms 3 to 5, and the initial material for a resource book for teachers has been completed. These will be issued to teachers for comment during 1977. The National Social Studies Syllabus Committee was established in 1969 to develop a syllabus for Forms 1 to 5. The first section to be produced was for Forms 1 to 4, and now that this has been approved as the syllabus for these classes from 1 February 1978, attention has swung to the Form 5 section. Some schools have developed their own Form 5 programmes within guidelines suggested by the Committee. Other schools have developed alternative programmes. All secondary schools have been sent a questionnaire on Form 5 Social Studies. The analysis of replies will suggest possible future directions for development to the Department, the School Certificate Examination Board, and the National Social Studies Syllabus Committee.

Continuing Education

As already mentioned, the report of the Committee on Secondary Education "Towards Partnership", placed considerable emphasis on the desirability of developing closer relationships between the school and its community. Many schools are already running extensive community education programmes within their normal staff entitlement, and much greater use is being made of school plant in out-of-school hours. Increasing numbers of adult students are now returning to secondary schools for further study in day-time classes. In 1974 only 70 adult students were studying in 13 schools but in 1976 the numbers had increased rapidly to 987 adult students in 146 secondary schools.

New regulations are likely to be introduced in 1978 to cover the operation of evening class programmes in secondary schools. These classes are very popular in New Zealand, but are currently being administered under relatively inflexible and restrictive regulations. The primary aim of the new regulations (drawn up by a working party involving teachers) is to give schools greater flexibility in mounting courses (including more local control over course length and maximum and minimum enrolments) and to enable schools to respond more readily to community needs.

Nga Tapuwae College in Mangere (a fast growing settlement in South Auckland with many Maori and Polynesian families) opened in 1975. This new secondary school is a unique example of a

school planned from the outset for community use and with financial input from a local authority and the Ministry of Recreation and Sport.

In May 1975, approval was given for the general concept of a tertiary bursary which would provide a living allowance for full-time students at universities, technical institutes, community colleges and teachers' colleges. The Bursary, known as the Standard Tertiary Bursary, was introduced for the 1976 academic year. A review of the Bursary has now taken place. The Government's long-term goal is the introduction of an "educational entitlement" for all New Zealanders, as a "Continuing Education Bursary".

The 12 regional technical institutes in New Zealand (plus the Hawkes Bay Community College, the Central Institute of Technology, and the Technical Correspondence Institute) have continued to grow at a spectacular rate. In the year to 1 July 1975, the number of students attending some course at a technical institute totalled 150,479, compared with 121,196 only five years earlier. During 1976, the country's economic difficulties required constraints to be placed upon the rate at which technical institutes were growing, and some difficulties have been experienced in holding student numbers. There are some special problems in the current economic climate with apprentice classes.

Innovative developments are found in many of the institutes. In 1977, a new course is being established for women to train as radio and TV servicewomen; a new full-time course in catering management is being established; and a new course for upholsterers and car trimmers is to be launched.

A new system of administering "miscellaneous courses" in technical institutes is to be introduced in 1977, again with the aim of providing local institutions with greater flexibility to mount courses in response to the particular needs of local people. For the first time, institutes will be asked to supply statistical information in line with the ISCED system (International Standard Classification of Education) which has been adopted by UNESCO.

The Hawkes Bay Community College enters its third year of operation in 1977. The College has shown an innovative approach to the development of new programmes and there appears to be widespread public support for its work. An evaluation of the College's operation, being conducted for the Department of Education by Massey University, is continuing during 1977.

It is the Government's intention to eventually establish community colleges in 5 other provincial centres, and reports investigating the possible form and functions of these new colleges are being prepared by the Department of Education.

A significant factor in the establishment of new community colleges is the involvement of people in the region and in the planning processes from the outset.

In two regions of the country, loosely based continuing education programmes have developed as local responses to local needs. These programmes are being operated by staff employed as facilitators who are using local skills and expertise to mount a variety of new programmes.

New Zealand has three main distance teaching agencies - a Correspondence School (originally established for school age children but now catering for a large number of adult students), a Technical Correspondence Institute (catering for trades and technician training by correspondence), and Massey University's Extra-mural Department (catering for university level study). All three institutions are continuing to grow very quickly. For example, Massey's extra-mural enrolment increased in 1976 from 5,191 to 6,314 students. Possible future development in distance education are presently being considered by a working party which will report in 1977.

In the continuing education field, the Department of Education is required to maintain liaison with a large number of statutory bodies, voluntary organisations, and professional groups. The Vocational Training Council (and the 26 associated industry training boards) continues to play a vital role in fostering the training of tradesmen, technicians and other sub-professional groups. The National Council of Adult Education is another statutory body which acts as a source of advice to the Minister and Department of Education on aspects of continuing education. Both Councils publish widely and stimulate much useful discussion.

Radio New Zealand's newly established Continuing Education Unit has provided a stimulus to the work of various continuing education agencies during 1976. The Department of Education is represented on an advisory committee established by Radio New Zealand to assist the work of the Unit.

The Standing Committee on Relationships in Tertiary Education continues to play an important role at the national level as a forum for deciding upon the location of courses at the post-secondary school level and for improving liaison amongst various institutions. A useful study on cross-crediting amongst the various tertiary institutions was completed during 1976.

Teacher Education

Approval was given in 1975 for the establishment of three teachers' centres to provide for the continuing education of teachers. Each centre has a director and ancilliary staff and is managed by a committee comprised of local representatives from the various sectors of the education service. The work of the centres will be evaluated over a two year period to determine the direction and further development of such resources for meeting local in-service needs.

In 1976 a scheme for re-training primary teachers wishing to re-enter the service was implemented under the authority of the Education Act. Teachers who have not held a permanent position in the preceding three years undertake a three month training course comprising: three correspondence assignments and two workshop sessions; nine two-hour classes to discuss current curriculum issues; and not less than 75 hours of observation and teaching practice in association with an experienced teacher.

The number of university teaching fellowships has been increased to eleven.

The National Advisory Committee on In-service Training is being re-structured to provide a wider representation with a view to establishing clear policy and guidelines for developments and co-operation for in-service education at all levels within the service.

Greater emphasis has been given to the educational needs of a multi-cultural society. To this end a number of in-service courses have been held on Maori maraes and have embodied many of the procedures and customs of the marae.

Provision has been made in the Education Act for teachers' colleges to establish courses for the purpose of educating and training such persons other than teachers as approved by the Minister.

In 1976 approval was given for teachers' colleges to offer part-time courses of study for teachers wishing to qualify for the Diploma in Teaching.

A new Bachelor of Education Degree at Otago University, which is offered jointly by the University and Teachers' College, has been developed. Continuing dialogue between other colleges and universities to establish a system for crediting teacher training programmes to degrees has also taken place. Victoria University of Wellington has decided to credit with two unspecified degree units all students who have completed the Wellington Teachers' College course.

The Advanced Studies for Teachers' Unit attached to the Correspondence School has developed a number of new courses that teachers can undertake as correspondence courses for credit towards the Diploma in Teaching or towards the Service Increment Certificate for both primary and secondary teachers. Advisory committees have been established to develop a wide range of courses to meet these needs, particularly with a view to having a fully professional Diploma established.

Special Education

There have been significant increases in special education services for children and adults who are disadvantaged or handicapped. Increasingly, physically handicapped children are attending ordinary schools or are taught in ordinary

classrooms at schools where units for physically handicapped children have been established. During 1975 a definite policy was established whereby all new schools should as far as practicable incorporate provisions for access by handicapped persons. In addition, special arrangements are being made at existing schools, especially where a need is shown to exist.

Some initiatives taken in 1976 will have long-term implications for the work of the special education and guidance services. A new policy approval will permit the enrolment of seriously handicapped pre-school children in the home-training section of the Correspondence School if they cannot attend a suitable pre-school centre. Most of these children live in country areas or small towns which cannot support specialist teaching programmes for handicapped children. Their enrolment with the Correspondence School will provide their parents with support, guidance, and teaching materials.

During the year a teaching service administered by branches of the Society for the Intellectually Handicapped and the Crippled Children's Society was initiated at the special care centres for severely handicapped children. The service is provided by the staff of Education Board special schools for handicapped pupils. It is the first formal involvement of the State Education Services in the education of severely handicapped persons. The Department is now exploring with the Departments of Health and Social Welfare the possible future developments in this field.

An exploratory special class for children with specific learning difficulties was opened in Hamilton, and a second class of this type will open in Wellington early in 1977. These classes are approved initially for two years only, to provide experience of possible ways of assisting children who have no obvious handicap other than their learning difficulties. Another approval was for the first special class for physically handicapped pupils at a secondary school.

In 1975 a working party was set up to review the training of speech therapists for the Health and Education services. Future Government policies will be considered in the light of the recommendations contained in the working party's report.

In 1975 there was an expansion of the Psychological Service with the addition of ten psychologists. In recognition of the important role of the Psychological Service and of the increased and broadening responsibilities of psychologists, further university training courses for psychologists were approved in 1975. Two new offices of the Psychological Service were opened in February 1976, and the second programme to train psychologists for the Education Service commenced at Victoria University, Wellington, with an initial intake of 14 students. During the year agreement was reached with the University of Otago to open the third training course at Dunedin, in 1978. The continued expansion of the Psychological Service, which had an establishment of 125 at 1 February 1977, has strengthened the case to simplify its administration by bringing together its two sections -

psychologists and organisers of special classes - into a unified specialist guidance service. This will be achieved over a three year transition period from February 1977.

A review made during 1976 showed that in addition to the 1,450 teachers now employed in special schools, classes, clinics and services, a further 250 teachers would be required to meet national needs. Their provision will remove the substantial variations which still exist in the availability of these special education facilities between areas which have about the same population. A furtner requirement is a substantial extension of the present provisions for training teachers of handicapped children. The existing one year specialist course at Christchurch Teachers' College prepares 20 teachers a year. These additional services cannot be provided immediately during the current economic constraints, but there is growing evidence that they will justify their establishment on both economic and social grounds through the assistance they will give to handicapped young people in gaining independence as adults.

Education for a Multi-Cultural Society

Reference has been made above, under primary and secondary education, to Maori language and cultural studies. More generally, progress has been made, during the period under review, in the development of cultural awareness amongst teachers. Leadership courses and courses of study in Maori language and culture have increased. A curriculum officer (Maori language and Maori studies) was appointed to the Department of Education's Curriculum Development Unit in 1975. Advisory services were expanded and additional teachers were again appointed to schools with a large number of Maori and Pacific Island children.

Much has been done to identify the needs of Pacific Islanders who have come to live permanently in New Zealand. A significant development has been the establishment of the Pacific Islands Resource Centre. The Centre is designed to help Pacific Islanders and New Zealanders to learn from each other and develop combined approaches to their respective needs in education.

A one year Diploma of Teaching English as a Second Language has been established at Victoria University, Wellington. The course will train up to 12 people each year and will provide an important resource group at the schools needed for teaching English to children and adults who have a first language other than English.

EDUCATIONAL RESEARCH AND INFORMATION SERVICES

In its election policy statements the National Party, which was returned to office in 1975, placed considerable emphasis on research; in particular it stated that a National Government "would markedly expand research and development, especially in the needs of life-long education" and "would lay great stress on the financing of social science research". The Parliamentary estimates for 1977/78 for Vote: Education,

are to include for the first time a new programme entitled "Research" which will make clear the Government's commitment to research. In keeping with Government policy, the Department of Education has made increasing use of the research contract system for promoting educational research. The establishment in 1976 of the National Children's Health Research Foundation has provided another potential source of funds for research which traverses the education and health boundary. Despite reductions in the staff ceilings of Government departments in 1976, provision was made for an increase in research staff.

In 1976 the National Research Advisory Council, which has the responsibility of advising the Government on the promotion, planning, development and co-ordination of scientific research, established a new committee, which includes members experienced in educational research, to advise it on matters relating to social science research.

New Zealand participation in the activities of the International Association for the Evaluation of Educational Achievement (IEA) was increased with the setting up in 1976 of an administration and co-ordinating centre for the second international study of mathematics achievement to be conducted by the IEA. It is expected that up to 20 countries will take part, including some developing countries in Africa and South America which have not previously participated in IEA projects.

A considerable increase in the volume of survey-based research occurred in 1974/76. Among the major surveys conducted were: those on language teaching; secondary school organisation; administration in curricula; open plan education and state primary schools; the development of primary and secondary school teachers; secondary school teacher job satisfaction; and a socio-linguistic survey of Maori households. The willingness to enter into co-operative research is evident on the part of the principal bodies involved - the New Zealand Council for Educational Research, the universities, the teachers' colleges and the Department of Education. As an example, the Department has now made available to bona fide researchers, computer-stored data obtained from its own research projects. It is hoped that this will lead to a greater use of already available data and reduce the possible duplication of requests for information from schools. The New Zealand Council for Educational Research in association with the Department of Education is conducting a major study of children with special learning disabilities.

Membership of the Organisation for Economic Co-operation and Development has given rise to increased research in such fields as recurrent teacher and early childhood education.

The establishment of three new teachers' centres is likely to lead, according to local needs, to the development of further school-based research.

The New Zealand paper prepared in 1976 for the IBE enquiry on "The Problem of Information at the National and International Level which is posed by the Improvement of Educational Systems" is also relevant to this section on educational research and information services.

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List of Main Legislative and Regulating Documents on Education (1974-1976)

The Education Amendment Act (No 2) 1974.
The Education Amendment Act 1975.
The Education Amendment Act (No 2) 1975.
The Private Schools Conditional Integration Act 1975.
The Free Textbooks in Schools Regulations 1975.
The Education (Secondary Instruction) Regulations 1975.
The Education Amendment Act 1976.
The Education Amendment Act (No 2) 1976.
The Education (Assessment, Classification, and Appointment) Regulations 1976.
The Technical Institute and Community College Boards Employment Regulations 1976.
The Education (Forms I to VII Schools) Regulations 1976.
The Private Schools Conditional Integration Agreement Regulations 1976.
The Tertiary Bursaries Regulations 1976.
The Private Schools Conditional Integration Act Commencement Order 1976.

List of Main Official Publications Relating to Education 1974

Report of the Department of Education for the year ending 31 March 1974.
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Proposals for Change - discussion booklet for the Educational Development Conference.
Talk Back - a summary of opinions expressed during the Educational Development Conference.
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Maori Education - report for a working party of the Educational Development Conference.
Assessment in Schools - report for a working party of the Educational Development Conference.
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Report of the Department of Education for the year ending 31 March 1975.
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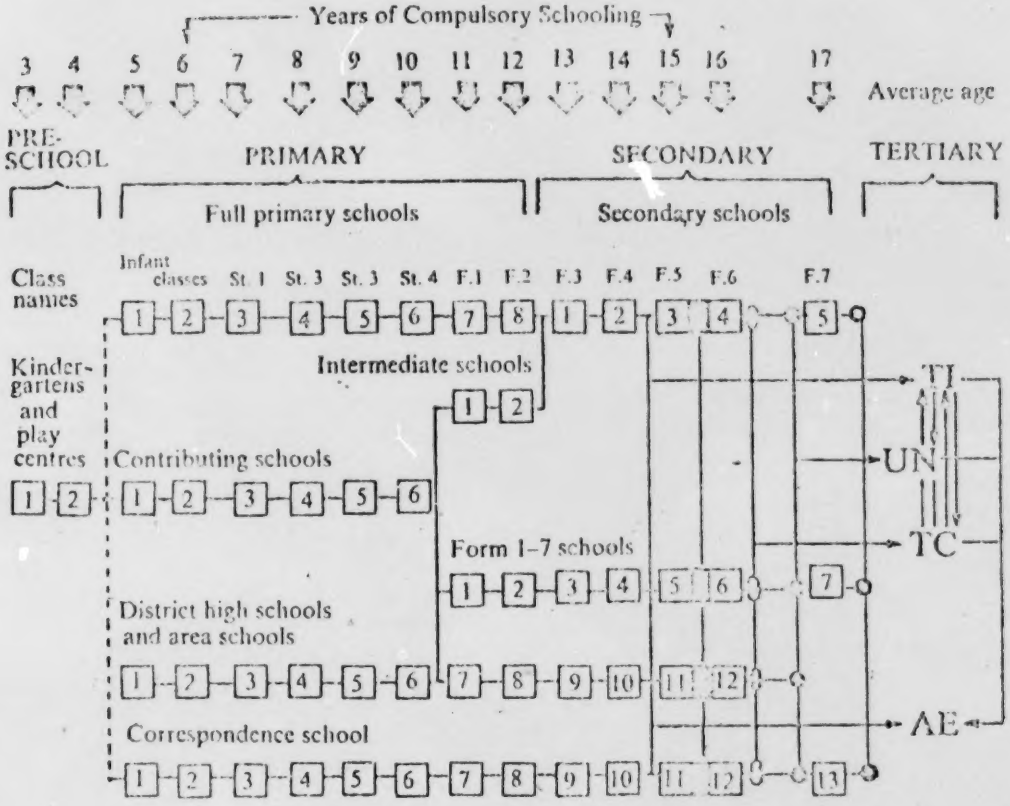
Education and the Equality of the Sexes, a report on the National Conference in International Women's Year.
Second Language Learning in New Zealand - report of the working party appointed by the Minister of Education.

The New Zealand Education System



KEY

TI	UN	TC	AE
Technical Institutes	University Institutions	Teachers Colleges	Adult Education Courses

School Certificate ◌ Sixth Form Certificate ○ University Entrance ○ Higher School Certificate and or University Bursary or Scholarship

FORM 1–7 School: A school in a rural centre providing an integrated course from Form 1 to Form 7.

DISTRICT HIGH SCHOOL:
A primary school, with a secondary department attached, in a small rural centre.

AREA SCHOOL:
A school in a small rural centre providing an integrated course from infant classes to Form 6 for children from its immediate neighbourhood and from F.1 to F.6 for pupils from a wider area.